

Examples of feedback from alumni microteach activities Vaccinations

Feedback prompt	
How was the pre-service teacher's presence in the lesson?	You grew in confidence as your lesson proceeded and you began to get to justify their thinking. It's nice to see that you were using the students names when calling for responses.
What strategies did they use effectively in their micro teach?	You use a range of activities including videos and structured questions to guide pupil understanding about vaccinations
How well did they identify the understanding of their "pupils"?	You used questions based on common myths about vaccinations and fears about them.
How did they use questioning in their lesson?	You used a range of closed questions to identify pupil comprehension and. Then asked further probing questions to get students to explain their thinking.
How effectively did they use the 10 minutes allotted for your activity?	You used your ten minutes well to review how vaccines work and overcome common myths about vaccination.
What are the two targets the pre service teacher, named above should work on as you move into your foundation placement?	<p>Think about the relative weighting of the work you do vs the work your students do. I'd suggest that your students need to be doing most of the work.</p> <p>In your observations of other teachers identify the amount of content that can be covered in ten minutes and adapt what you Plan to cover in that timeframe accordingly.</p>

Examples of feedback from alumni microteach activities natural selection

Feedback prompt	
How was the pre-service teacher's presence in the lesson?	You had very strong presence in the classroom, you were confident. You have clearly done this before!
What strategies did they use effectively in their micro teach?	You used open questions and discussion prompts for your students to discuss and evaluate their own understanding of evolution alongside common misunderstandings of evolution. E.g humans evolved from - why have monkeys not gone extinct
How well did they identify the understanding of their "pupils"?	Really well recognised. You proactively give prompts to aid discussion and deconstruct common misunderstandings about evolution.
How did they use questioning in their lesson?	You use prompts: e.g. statements and diagrams to promote pupil Discussion and get students to challenge their understanding.
How effectively did they use the 10 minutes allotted for your activity?	The 10 Minutes were used really well to get students to think critically about a scientific concept.
What are the two targets the pre service teacher, named above should work on as you move into your foundation placement?	Think about the speed at which you are speaking, this might just be because I imposed 10 minutes.

Examples of feedback from alumni microteach activities physics example

Feedback prompt	
How was the pre-service teacher's presence in the lesson?	You have a strong presence in the classroom and set clear timings for the tasks that you set. You give clear instructions that ensure your pupils are clear what is expected of them and how they successfully complete the task. You move around the class but I also really like your positioning as you move around, you consistently face the majority of the class to monitor the work levels and take ownership of your classroom.
What strategies did they use effectively in their micro teach?	You use a BEST concept cartoon and get students to discuss each of the options. You insist this is done as a group task which ensures your pupils can talk to each other about their understanding
What strategies did they use effectively in their micro teach?	You use the prompt of the best concept cartoon resource to structure your questioning and you respond with following questioning dependent on the feedback you give. Your diagnostic closed questions get students to construct a complete understanding piece by piece and then get students to explain their full thinking.
How well did they identify the understanding of their "pupils"?	You initially ask students to vote on who they think is correct. What is pleasing is that you spot those students who are not voting and proactively get them to justify their thinking. It was impressive to see you use the zoom and build on my teaching and the lecture on visualisers to inform your own teaching.
How did they use questioning in their lesson?	You use the prompt of the best concept cartoon resource to structure your questioning and you respond with following questioning dependent on the feedback you give. Your diagnostic closed questions get students to construct a complete understanding piece by piece and then get students to explain their full thinking.
How effectively did they use the 10 minutes allotted for your activity?	You used the 10 minutes well you got your students to discuss their understanding and you sequenced the activity really well to try and maximise the learning your pupils can make.
What are the two targets the pre service teacher, named above should work on as you move into your foundation placement?	Think about how you get students attention quickly back to you when you are wanting to return from student work to your teaching/feedback. A really good effort, well done.